

Contact: Diana Gonzalez

**LEGISLATIVE STUDY COMMITTEE REPORT ON RESIDENTIAL SERVICES ON THE
CAMPUS OF THE IOWA BRAILLE AND SIGHT SAVING SCHOOL**

Actions Requested: (1) Consider approval of the recommendations of the Board of Regents Study Committee on residential services and facility utilization at the Iowa Braille and Sight Saving School. (2) Direct the Board Office to submit the final report to the Legislative Council by August 31, 2010.

Executive Summary: The 2010 Iowa Legislature (HF 2531 (§97)) directed the Board of Regents to study the residential component of the Statewide System for Vision Services. "The state Board of Regents shall conduct a study to examine possible changes to and make recommendations regarding the current structure for providing residential services on the campus of the Iowa Braille and Sight Saving School and to make recommendations regarding appropriate facilities and facility utilization. The study shall also examine potential partnerships with other state agencies as well as private providers of residential services." The Board of Regents must submit a report of the study to the legislative council by August 31, 2010.

The Board of Regents appointed a study committee (Attachment A - Membership) to undertake the study. The Study Committee met four times between May-July 2010 and received comments from the public at each meeting.

The Study Committee proposed seven recommendations which reflect the need for continuous improvements at educational institutions. Maintaining the status quo at the Iowa Braille and Sight Saving School no longer meets the needs of the majority of Iowa students who are blind or visually impaired. It limits the intensity of services available throughout the state, leaves student needs unmet, and requires more restrictive placements to access needed services. Implementing the following recommendations will require current or increased resources and will allow provision of additional needed services closer to students' residences.

The interrelationship of the following recommendations requires their review and consideration as a set and not as individual stand alone recommendations.

Recommendation 1 - The Iowa Legislature shall continue to appropriate fiscal resources at or above the current level.

Recommendation 2 - The Statewide System for Vision Services shall provide educational services as near to each student's home as possible.

Recommendation 3 - The Statewide System for Vision Services shall strengthen the availability of intense services in each region of the state through the reallocation of residential costs using three mechanisms:

1. Employment of additional Teachers of the Visually Impaired, Orientation and Mobility Specialists, Special Education Consultants, and others, as appropriate.

2. Development and implementation of “Magnet” opportunities in partnership with other providers for the provision of regional intensive expanded core curriculum short-term programs.
3. Building capacity, expanding visibility, and increasing understanding of the Statewide System for Vision Services.

Recommendation 4 - The Statewide System for Vision Services shall develop and implement a process for determining and meeting the long-term residential needs of students who are blind or visually impaired.

Recommendation 5 - The Statewide System for Vision Services shall partner with other providers for the provision of long-term residential services for students with additional needs.

Recommendation 6 - The Board of Regents shall continue to operate the Vinton campus for the following operations:

1. Direct Services. A facility will be needed for short-term programs for students, e.g., weekend, weeklong, summer, in this region of the state and some statewide student short-term services. The site will serve as the center for services such as consultation, assistive technology and low vision. (Appendix B - Service Fact Sheet)
2. Administrative Services. The Vinton site will be used as the center for administrative services with the Statewide System for Vision Services. The site will continue to operate in partnership with AmeriCorps NCCC programs with lease revenue to be used to offset a substantial portion of the costs to operate the facility.

Recommendation 7 - The Board of Regents shall recommend to the legislature changing the name of the Statewide System for Vision Services and Iowa Braille and Sight Saving School to Iowa Educational Services for the Blind and Visually Impaired.

Background

The 2010 legislative session directed the Board of Regents, State of Iowa, to conduct a study to examine possible changes to and make recommendations regarding the current structure for providing residential services on the campus of the Iowa Braille and Sight Saving School (IBSSS) and to make recommendations regarding appropriate facilities and facility utilization. The study also called for the examination of potential partnerships with other state agencies as well as private providers of residential services. The residential services that have been examined are the long-term (semester or longer) services on the campus of IBSSS.

Iowa Administrative Code 681 – Chapter 15.1 articulates the mission of Iowa Braille and Sight Saving School. The mission of the Iowa Braille and Sight Saving School (IBSSS) has two primary components – (1) to provide direct educational services to visually-impaired children and youth of the state of Iowa and (2) to serve a leadership and resource role in statewide efforts to meet the needs of the visually-impaired. In fulfilling its stated mission, IBSSS will coordinate its efforts with all appropriate state agencies, area education agencies, and local education agencies. Such coordination will be accomplished in the spirit of cooperation reflected in the agreements with these agencies.

The development of the goals and the structure of the Statewide System for Vision Services were formulated in 2005-2006 by a Board of Regents and State Board of Education directed group, the Coordinating Council for Vision Services. The Coordinating Council also developed a "Preferred Future for Vision Services in Iowa." Based upon the work of the Coordinating Council for Vision Services, in February 2008, the partnership organizations, including the Iowa Department of Education, Department for the Blind, Organization of Area Education Agencies, and the Board of Regents committed to the goal to create a unified system for the delivery of vision services with the Statewide System for Vision Services as the central agency to recruit, train, supervise, and deploy all teachers of visual impairments (TVIs) and certified orientation and mobility instructors (COMS) in the state. As stated in the collaborative agreement, the Management Team of the Statewide System provides leadership and guidance in the implementation of goals and allocation of resources. (Appendix C - Goals of the Statewide System for Vision Services)

The most recent study was undertaken by a group of 25 appointed members representing parents of children who are blind or visually impaired, constituent organizations, Board of Regents member and staff, attorney advocates, leaders of state agencies, AEA's, local district and Statewide System for Vision Services personnel. The group conducted a review of the information and issues which led to the recommendations that are presented to the Board of Regents for consideration.

The State of Iowa is proud of the quality of education and services that have been offered at Iowa Braille and Sight Saving School for 150 years. It is clear that from the 1930s through the 1970s, when educational services were not readily available throughout the state, IBSSS met the essential needs for education, socialization and skill development of Iowa children and youth who were blind and visually impaired. Many former students have reflected upon their experience at the School as being critical to their development in many aspects of life. Many too have reflected upon the sense of community and the alternative to isolation that accompanied their attendance at IBSSS.

However, significant educational and social changes have occurred since the 1970s when IBSSS was the primary service model for students who were blind or visually impaired. At one time, the only option for children with disabilities to receive a public school education was for those children to attend school in the same "place." Since 1975, with the enactment of Public Law 94:142, the law that is now called the Individuals with Disabilities Education Act (IDEA), it is now understood and accepted that special education is about "services" to meet the needs of the individual; special education is no longer dependent upon a common place for the provision of those services. Children and youth must receive what they need in the environment that is closest to their peers without disabilities to the greatest extent possible. These changes in beliefs and models have led to societal expectations that children will receive what is required from public education while being able to attend their local school.

IDEA legal requirements regarding entitlements, such as least restrictive environment, Individual Education Program (IEP), individual determination, parental participation, continuum of services, and education for all students, have now been in place for 35 years and have in a positive way changed education for students with disabilities. The education of all students with disabilities, including those who are blind or visually impaired, is different as a result of 35 years of implementation of IDEA in Iowa.

The Statewide System for Vision Services is an educational organization charged with providing equitable access to high quality education services to students throughout the state who are blind or visually impaired, including those with additional disabilities. The Statewide System for Vision Services cooperative agreement between the Board of Regents (Iowa Braille and Sight Saving School), Area Education Agencies, Iowa Department of Education, and the Department for the Blind operates under the direction of the Management Team for services to Iowa children and youth who are blind or visually impaired. The Statewide System for Vision Services mission is to serve all students across the state who are blind or visually impaired without a specific focus on residential services. The residential component is based on the need to provide intense services to students who do not reside where they can access IBSSS or other intense services on a day student basis. (Appendix D - Iowa Statewide System for Vision Services Description of Services)

The population needing the residential component at IBSSS has changed both in numbers and needs. Students who once required the services at IBSSS are now predominately being served in their local districts with the support of Area Education Agency and Statewide System for Vision Services personnel. Services once only available at IBSSS are now more readily available throughout the state. Enrollment has also significantly changed. During the last five years, the enrollment decreased from 34 campus-based students to nine students in 2009-2010. (Appendix E - Student Residential Census Information)

The declining enrollment has contributed to an increase in the cost per student to maintain the full spectrum of support for the long-term residential component. During the last five years, the cost for the residential program increased from \$117,829 to \$246,341 per student even though the total residential costs were reduced from over \$3.7 million in 2006 to approximately \$2.2 million in 2010. It is understood that the cost of educating low incidence student populations is significant. However the limitation of resources is preventing enhancing essential services to other students in the state with vision impairments. (Appendix F – Residential Cost¹; Appendix G - Summer and Extended Learning Program Costs)

The total costs of the Statewide System for Vision Services include the operation of the Vinton facility. There will be ongoing facility costs with the implementation of these recommendations.

SUMMARY OF DATA USED TO MAKE RECOMMENDATIONS

1. Enrollment trends for the past 30 years that demonstrate a steady downward trend in residential enrollment with the implementation of IDEA.
2. Increased availability of services throughout the state with the implementation of IDEA.
3. Increased cost per student for long-term residential services.
4. Parental input that reflects a preference for services to be provided near to where students reside.
5. Recommendations were evaluated based on criteria that considered feasibility, efficiency, and cost effectiveness in meeting the current and future needs of students.

¹The table in Appendix F (Residential Costs) outlines expenditures for 1993-2009 for residential costs, including costs associated with the operation of a facility.

The following options were considered and not advanced as part of these recommendations:

1. Continued long-term and temporary residential services on the campus of Iowa Braille and Sight Saving School (status-quo).
2. Continued temporary (up to one year) residential services on the campus of Iowa Braille and Sight Saving School.
3. Development of a residential school option more central to the State independent of partnership with other providers.
4. Combination of low incidence sensory impairment residential services on one campus in a central location.
5. Combination of low incidence sensory impairment residential services on one campus in one of the existing locations.

**RECOMMENDATIONS OF THE BOARD OF REGENTS STUDY COMMITTEE ON
RESIDENTIAL SERVICES AND FACILITY UTILIZATION AT IOWA BRAILLE AND SIGHT
SAVING SCHOOL**

The interrelationship of the following recommendations requires their review and consideration as a set and not as individual stand alone recommendations. This interrelationship includes the program requirements as well as revenues and costs. (Appendix H - Revenue and Cost Projections)

Recommendation 1 - The Iowa Legislature shall continue to appropriate fiscal resources at or above the current level.

The study focused on how existing (and additional) appropriation resources can be allocated to support the education of children and youth who are blind or visually impaired in an equitable and efficient manner. The recommendations are based on an alternative model for providing services throughout the state to increase the intensity of services statewide. Appropriate resources are essential to the success of the recommendations.

Recommendation 2 - The Statewide System for Vision Services shall provide educational services as near to each student's home as possible.

The *Iowa Rules of Special Education*, which mirror the federal law, the *Individuals with Disabilities Education Act*, states on the issue of least restrictive environment that "to the maximum extent appropriate to the needs of the eligible individual, special education and related services shall be designed and delivered so as to maintain the individual in the general education environment..."

The Individuals with Disabilities Act (IDEA) addresses the issue of parent engagement in the decision-making process for education placement in Sec. 300.327 Educational Placements. "Consistent with Sec. 300.501(c), each public agency must ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child."

In response to parental input for services to be provided as near to their home as possible, services that require a residential component shall be decentralized from the campus at Iowa Braille and Sight Saving School and provided in regions of the state closer to the students.

The rationale for moving away from traditional-based residential services to a new model of services is based on parent choice and preference, resource availability and continued declining enrollment with the traditional model. The cost and enrollment factors make this the time to design the delivery system in a manner that meets current and future student needs and parental preference. Students' individualized educational programs should be implemented within their local education agencies and should allow those services to be brought to the environment except when short-term intensive services are needed.

Parental input reflects a preference for services to be provided near to where students reside. Although parents reported being open to possible use of the residential program in the future, the preference was for services geographically near where they reside when possible. Location, specific needs of the child, and IEP team recommendations were identified as key factors in decision-making.

Recommendation 3 - The Statewide System for Vision Services shall strengthen the availability of intense services in each region of the state through the reallocation of residential costs using three mechanisms:

1. Employment of additional Teachers of the Visually Impaired, Orientation and Mobility Specialists, Special Education Consultants, and others, as appropriate.
2. Development and implementation of "Magnet" opportunities in partnership with other providers for the provision of regional intensive expanded core curriculum short-term programs.

Students who are blind or visually impaired need services which provide intense expanded core curriculum work. It is likely that the number of these students will vary each year. Most needs can be met either with intensive extended year services that would be created as the need arises or developed regionally rather than having one fixed site within the state.

The educational mission of the Statewide System can be met through the expanded core curricular needs of students by providing more intense services throughout the state. The Statewide System has in place a model for the delivery of short-term services. Resources shall be dedicated to the creation, expansion and delivery of additional regional short-term magnet learning opportunities, e.g., weekend, weeklong, and summer. Regional learning opportunities will be in the areas of the Expanded Core Curriculum (ECC), including the need for intense instruction in Braille and the opportunity for socialization and skill development with other students who are blind or visually impaired. As a result of these expanded efforts, the need for the long-term residential component will be diminished.

3. Building capacity, expanding visibility, and increasing understanding of the Statewide System for Vision Services.

Based on parent and staff input, there is a need for all stakeholders (students, families, local education agency staff, AEA staff, statewide staff) to understand the mission of the Statewide System for Vision Services and the role various organizations have in working toward the success of each student.

Recommendation 4 - The Statewide System for Vision Services shall develop and implement a process for determining and meeting the long-term residential needs of students who are blind or visually impaired.

The Statewide System shall serve as a clearinghouse for residential services within the state to meet potential IEP needs for students whose primary disability is blindness or visual impairment. The Statewide System will also develop a process for determining long-term residential program needs. Options may include:

1. Partnering with existing agencies in the part of the state where the need exists,
2. Contracting with other states' special school programs.

Recommendation 5 - The Statewide System for Vision Services shall partner with other providers for the provision of long-term residential services for students with additional disabilities.

The current program at IBSSS is not the program that existed in the past. In the past, the size of the student population allowed for a full range of core curricular and extra curricular programs and activities on the campus. Since then, the population needing a long-term residential component changed from students whose primary needs were due to being blind to those with significant additional disabilities. Students are at IBSSS because of the multiplicity of their needs and the need for more intensity of services than what is currently feasible in the local communities. Therefore, a significant question is whether IBSSS should be the provider of services that include a residential component when the student's primary disability is other than vision.

There are other state programs, including residential programs, that can meet the needs of students with multiple disabilities. Students who are attending IBSSS because of the need for greater intensity of services can be served in their region of the state by reallocating financial and personnel resources. A detailed transition plan shall be developed for each student with the goal of transitioning all students by Fall 2012.

If a long-term (six months or longer) residential component is necessary to meet the student's Individual Education Program (IEP), the Statewide System shall partner with other residential providers for the provision of the service while the Statewide System shall utilize financial and personnel resources to ensure a level of vision expertise with the partner agencies.

Residential services vary in levels of intensity according to the needs of the individuals. For some students who are blind or visually impaired with additional disabilities, other existing residential programs will be able to meet their needs. Residential programs, such as Intermediate Care Facilities for the Mentally Retarded (ICFMR), provide a level of care that addresses the physical, emotional, cognitive, and medical needs of individuals and such facilities currently exist across the state. Waiver homes provide residential services for individuals who do not require an ICFMR level of care. These facilities are potential partners to deliver residential services for students with visual disabilities and additional disabilities while the Statewide System for Vision Services provides the students with the services outlined on the student's IEP.

Recommendation 6 - The Board of Regents shall continue to operate the Vinton campus for the following operations:

1. Direct Services. A facility will be needed for short-term programs for students, e.g., weekend, weeklong, summer, in this region of the state and some statewide student short-term services. The site will serve as the center for services such as consultation, assistive technology, and low vision.
2. Administrative Services. The Vinton site will be used as the center for administrative services with the Statewide System for Vision Services. The site will continue to be operated in partnership with AmeriCorps NCCC programs and lease revenue will be used to offset a substantial portion of the costs to operate the facility.

Additional space shall be made available for lease and the lease income shall be used to offset the cost of operation of the campus. The lease of additional space will also have a potential economic benefit to the community.

Recommendation 7 - The Board of Regents shall recommend to the Legislature changing the name of the Statewide System for Vision Services and Iowa Braille and Sight Saving School to Iowa Educational Services for the Blind and Visually Impaired.

It is appropriate to correctly identify the scope of these new recommendations through the name used to identify the array of services. Currently, the services to students throughout the state are identified as the Statewide System for Vision Services and the residential program and campus in Vinton is the Iowa Braille and Sight Saving School. The name Iowa Braille and Sight Saving School has historical value, but fails to convey the array of services that are offered from the Vinton Campus and across the state.

The Statewide System for Vision Services and the Iowa Braille and Sight Saving School shall be identified as Iowa Educational Services for the Blind and Visually Impaired because this name will come to represent the full array of services offered for families and children and youth who are blind or visually impaired. This name change recommendation is based upon input from other agency representatives who deal with individuals who are blind or visually impaired as well as representatives of the blind community. The Board of Regents will propose changes to Iowa Administrative Code 681 - Chapter 15.1 (262) to reflect the revised name and purpose.

SUMMARY OF RECOMMENDATIONS

Recommendation 1 - The Iowa Legislature shall continue to appropriate fiscal resources at or above the current level.

Recommendation 2 - The Statewide System for Vision Services shall provide educational services as near to each student's home as possible.

Recommendation 3 - The Statewide System for Vision Services shall strengthen the availability of intense services in each region of the state through the reallocation of residential costs using three mechanisms:

1. Employment of additional Teachers of the Visually Impaired, Orientation and Mobility Specialists, Special Education Consultants and others, as appropriate.
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2. Administrative Services. The Vinton site will be used as the center for administrative services with the Statewide System for Vision Services. The site will continue to be operated in partnership with AmeriCorps NCCC programs and lease revenue shall be used to offset a substantial portion of the costs to operate the facility.

Recommendation 7 - The Board of Regents shall recommend to the Legislature changing the name of the Statewide System for Vision Services and Iowa Braille and Sight Saving School to Iowa Educational Services for the Blind and Visually Impaired.

STUDY COMMITTEE MEMBERSHIP

HF 2531 indicated that the study committee should include “representatives of the following groups: parents of students who are blind or visually impaired; constituent organizations for the blind or visually impaired; Iowa Department of Education; Iowa Department for the Blind; Department of Human Services; Area Education Agencies; school boards and school board administrators; Governor’s Developmental Disabilities Council; administration of the statewide system for vision services; and administration of the Iowa school for the deaf.”

MEMBERS	REPRESENTATION
Michael Barber	President - National Federation for the Blind of Iowa
Shelly Bosovich	Special Education Director – Des Moines School District
Jon and Angela Buck	Parents of a student with vision needs
Maria Cashman	Special Education Director – Grant Wood AEA
James and Dana Cheek	Parents of a student with vision needs
Patrick Clancy	Superintendent – Iowa Braille and Sight Saving School
Sr. Jude Fitzpatrick	Member – Iowa State Board of Education
Sue Gates	School Board Member – Vinton-Shellsburg School District
Diana Gonzalez	Board of Regents - Chief Academic Officer
Glenn Grove	Chief Administrator – AEA 13 (Ret.)
Mary Jo Hainstock	Superintendent - Vinton-Shellsburg School District
Roger Hoffmann	Program Associate - Center for Disabilities and Development
Marty Ikeda	Bureau Chief - Iowa Department of Education
Kay Jahnel	Regional Director – Iowa Braille and Sight Saving School
Karen Keninger	Director – Iowa Department for the Blind
Jeanne Nesbit	Administrator – Iowa Department of Human Services
Jeanne Prickett	Superintendent – Iowa School for the Deaf
Becky Harker	Executive Director – Governor’s Developmental Disabilities Council
Mary Richard	Attorney representing parents of students with special needs
Robert Spangler	President – Iowa Council for the United Blind
Curtis Sytsma	Attorney representing parents of students with special needs
Rose Vasquez	Member – Board of Regents, State of Iowa
Paula Vincent	Superintendent – Clear Creek Amana School District; appointed Heartland AEA Chief Administrator
Gwen Woodward	Regional Director – Iowa Braille and Sight Saving School
Shirley Kelly	Facilitator

**STATEWIDE SYSTEM FOR VISION SERVICES
SERVICE FACT SHEET**

Statewide Partners

Iowa Department of Education; Iowa Department for the Blind (IDB); Area Education Agencies; Board of Regents; Iowa Braille and Sight Saving School; and Statewide System for Vision Services

Services

The Statewide System for Vision Services provides a full continuum of services for students who are blind or visually impaired with the focus of these services on serving the needs of students in general education and in the least restrictive environment. Services are provided directly to students and include technical assistance, consultation and collaboration with other educators serving students that are blind or visually impaired. The primary services offered through the Statewide System for Vision Services include:

- Teachers of the Visually Impaired-itinerant services - Braille instruction; literacy; math; accommodations and modifications
- Orientation and Mobility Specialist-itinerant services - orientation skills; mobility skills; expanded core curriculum
- Deafblind technical assistance team – consultation; professional development; accommodations and modifications
- Consultants – math; literacy; early childhood; additional needs; family services; assistive technology; deafblind; transition; education
- Assistive Device Center – consultation; loan; demonstration; accommodations
- Low Vision Clinics – assessment; accommodations; equipment
- Expanded Learning Opportunities - focus on areas of the Expanded Core Curriculum; regional summer schools – camps; regional short-term programs – weekend, day programs, week long
- Transition Services in partnership with the IDB - Fifth Year Transition Program; career preparation; Expanded Core Curriculum focus; postsecondary education program focus
- Professional Development Opportunities - summer institutes; fall and spring vision conferences; specialty areas
- Access to Instructional Material services in partnership with IDB - library services; instructional material production and access with IDB
- Parent and Family Resource Services – consultation; parent groups; parent training programs
- Educational services on the campus at Iowa Braille and Sight Saving School - goal focused short-term educational programs; residential component with emphasis on independent living and areas of the expanded core curriculum; transition services

GOALS OF THE STATEWIDE SYSTEM FOR VISION SERVICES

The goals of the Statewide System for Vision Services were developed by the Coordinating Council for Blind and Visually Impaired, and were approved by the Board of Regents in February 2008.

1. Provide equitable access to a continuum of high quality services for all students in Iowa who are blind and visually impaired, including those with multiple disabilities;
2. Assure an adequate supply of highly trained teachers and orientation and mobility specialists;
3. Assure adequate and professional supervision, ongoing professional development and equitable job assignments for professionals working with blind and visually impaired students;
4. Eliminate duplication in service delivery by creating a seamless coordinated system of services to blind and visually impaired students across multiple funding sources and agencies responsible for this population;
5. Maintain a center of excellence in Iowa for discipline specific expertise at Iowa Braille and Sight Saving School (IBSSS).

IOWA BRAILLE AND SIGHT SAVING SCHOOL

Description of Services

Patrick D. Clancy, superintendent; Vinton 52349; (319) 472-5221
www.iowa-braille.k12.ia.us

The mission of the Iowa Braille and Sight Saving School is to provide direct and indirect educational services in collaboration with other service providers to the children and youth of the State of Iowa who are blind or visually impaired in accordance with Iowa Administrative Code 681 – Chapter 15.1 (262). The school provides leadership and resources statewide to meet the needs of children who are blind or visually impaired. This mission is carried out through cooperative efforts with the Department of Education and Department for the Blind state agencies, area education agencies (AEAs), and local education agencies (LEAs).

The purpose of the Iowa Braille and Sight Saving School is to enable Iowa students who are blind or visually impaired to function as independently as possible in all aspects of life by providing appropriate educational opportunities, resources, and support services.

The educational programs of the Iowa Braille and Sight Saving School are consistent with the philosophy, reflected in federal and state legislation, that children and youth with disabilities will be educated together with nondisabled peers, to the greatest extent possible, and that a continuum of services must be available to children with disabilities. All programs and services provided by the school support the need for instruction for children who are blind or visually impaired in the following expanded core curriculum skill areas: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

The scope of the educational programs includes provisions for serving children from infancy through age 21. Options available for students to receive services regionally include but are not limited to direct services in local schools; consultative services in local schools; summer school opportunities; expanded learning opportunities and extended school year services. Short-term services are available on the campus in Vinton and in regional sites, with a dormitory program component as needed. Other resources available to children who are blind or visually impaired include but are not limited to such services as low vision clinics; instructional materials production and loan; library services; and assistive device technology loan, assistance, and production.

The Iowa Braille and Sight Saving School provides leadership in the field of vision in the state through collaborative efforts with the state Department of Education, Bureaus of Student and Family Support Services and Early Childhood Services, the AEAs, LEAs, the Iowa Department for the Blind, and other related service providers. Through these collaborative efforts, professional development, parent and family services, and other services to professionals and paraprofessionals are provided.

Future programs to be offered by the Iowa Braille and Sight Saving School are determined collaboratively and by analysis of the developing needs of students, families, and professionals throughout the state. Programs are developed, implemented, evaluated, modified, continued, suspended, or eliminated based on the assessed needs of students and the effective and efficient use of resources. The school remains flexible and will respond quickly to meet the needs of the children and youth of the state who are blind or visually impaired.

STUDENT RESIDENTIAL CENSUS INFORMATION

SCHOOL YEAR ENROLLMENT	STUDENT COUNT
1972-1973	119
1973-1974	118
1974-1975	115
1975-1976	116
1976-1977	107
1977-1978	94
1978-1979	94
1979-1980	94
1980-1981	87
1981-1982	86
1982-1983	70
1983-1984	66
1984-1985	62
1985-1986	63
1986-1987	60
1987-1988	54
1988-1989	55
1989-1990	65
1990-1991	61
1991-1992	65
1992-1993	57
1993-1994	53
1994-1995	53
1995-1996	54
1996-1997	55
1997-1998	45
1998-1999	38
1999-2000	36
2000-2001	33
2001-2002	38
2002-2003	39
2003-2004	31
2004-2005	33
2005-2006	32
2006-2007	29
2007-2008	16
2008-2009	12
2009-2010	9

RESIDENTIAL COSTS

Year	Residential Student Enrollment	Residential Cost	Residential Cost Per Student
1993	57	\$3,048,619	\$ 53,485
1994	53	\$3,258,572	\$ 61,482
1995	53	\$3,262,250	\$ 61,552
1996	54	\$3,492,786	\$ 64,681
1997	55	\$3,686,339	\$ 67,024
1998	45	\$3,660,957	\$ 81,355
1999	38	\$3,176,250	\$ 83,586
2000	36	\$3,772,980	\$104,805
2001	33	\$3,524,614	\$106,806
2002	38	\$4,102,058	\$107,949
2003	39	\$3,702,381	\$ 94,933
2004	31	\$3,861,187	\$124,554
2005	33	\$3,864,269	\$117,099
2006	32	\$3,770,528	\$117,829
2007	29	\$4,062,784	\$140,096
2008	16	\$3,082,480	\$192,655
2009	12	\$3,224,736	\$268,728
2010	9	\$2,217,069	\$246,341

SUMMER SCHOOL AND EXPANDED CORE CURRICULUM COST

Fiscal Year	Summer School/Expanded Curriculum
2000	\$154,903
2001	\$128,098
2002	\$120,566
2003	\$108,483
2004	\$168,849
2005	\$198,735
2006	\$257,141
2007	\$169,503
2008	\$162,067
2009	\$100,628

	Revenue	Existing Costs	New Model Costs
Recommendation 1 – The Iowa Legislature shall continue to appropriate fiscal resources at or above the current level. Total IBSSS current residential costs Total Statewide System for Vision Services	\$5,156,100	\$2,217,070 \$2,939,030	\$2,939,030
Recommendation 2 – The Statewide System for Vision Services shall provide educational services as near to student’s home as possible.			
Recommendation 3 – The Statewide System for Vision Services shall strengthen the availability of intense services in each region of the state through the reallocation of residential costs using three mechanisms: 1. Employment of additional Teachers of the Visually Impaired, Orientation and Mobility Specialists, Special Education Consultants, and others, as appropriate. (Seven positions at annual average cost for salary, benefits, travel at \$75,000; two positions at annual average cost for salary, benefits, and travel at \$85,000) 2. Development and implementation of “Magnet” opportunities in partnership with other providers for the provision of regional intensive expanded core curriculum short-term programs. (Continue employment of four positions for the coordination and offering of ECC regionally at a cost of \$266,600; lease of space; travel; materials/supplies; technology; temporary personnel) 3. Building capacity, expanding visibility, and increasing understanding of the Statewide System for Vision Services. (Using system personnel; lease of space; partnering with other providers; materials/supplies; travel expenses; technology)			\$695,000 \$500,000 \$97,070
Recommendation 4 – The Statewide System for Vision Services shall develop and implement a process for determining and meeting the long-term residential needs of students who are blind or visually impaired. (Based on up to three students at a time at an estimated \$75,000 annual cost)			\$225,000
Recommendation 5 – The Statewide System for Vision Services shall partner with other providers for the provision of long-term residential services for students with additional needs. (Based on up to four students at a time at an estimated \$50,000 annual cost supplement to other funding for vision specific expertise)			\$200,000
Recommendation 6 – The Board of Regents shall continue to operate the Vinton campus for direct services and administrative services.	\$300,000		\$800,000
Recommendation 7 – The Board of Regents shall recommend to the legislature changing the name of the Statewide System for Vision Services and the Iowa Braille and Sight Saving School to Iowa Educational Services for the Blind and Visually Impaired.			
Total	\$5,456,100	\$5,156,100	\$5,456,100